

WAMPEN Literacy Strategies

Table of Contents

Prior Knowledge Strategies

Text Previewing

K – W – L

PREP

SQ3R

One Word, Big Idea

Vocabulary Strategies

Frayer

Semantic Feature Analysis

Mind-Sketching

Word Sorts

Vocabulary Cookie

Literal Comprehension Strategies

Pizza Wheel Summaries

Three Minute Pause

Text Tagging

Pairs Read

Reciprocal Teaching

Think Aloud

Window Pane

Semantic Mapping

Thumbs Up, Thumbs Down

Four Facts

Summary Sentences

Inferential Comprehension Strategies

Proposition Support Outline

You Say/I Say/And So

Question Strategies

Question Answer Relationships

Questioning the Author

Question – Answer – Details

Reflective Strategies

Think, Ink, Pair, Share

3-2-1 Send Off/Shape Up

Four Square Summary

Writing Strategies

R.A.F.T.

Four-card Stud

Freewriting

Graffiti

A3

Presentation Strategies

Circle Justice

Four Corner Challenge

Retelling

Roll the Dice

Integrated Strategies

Read, Reflect, Question, Share

Double Entry +

Chunk & Chew

Jigsaw

Share an Idea, Get an Idea

What'd I Say?

F.I.R.E.

Why use strategies?

- Strategies make learning more interactive
- Strategies engage students and help them to understand and remember what they are reading
- Strategies teach explicitly the skills and concepts that many struggling students lack
- Strategies require students to think about and apply the facts they are learning, not just to recall specific answers
- Strategies are tools that students can use independently
- Strategies create active lifelong learners

How do you choose a strategy?

- Consider the learning objective and the literacy skills necessary to achieve it.
- Decide if a strategy should be used before, during, or after reading.
- Decide if the strategy should be used individually or in small groups.

How do you teach a strategy?

- First, explain the purpose of the strategy.
- Next, model the strategy with the entire class.
- Have the students use the strategy to meet your lesson objective.
- Then you must take the time to reflect on how the strategy worked.
- Finally brainstorm with your students how they could use this strategy in other classes.

Tips on using strategies

- If you introduce a new strategy every day, students may get confused
- If you choose a limited number of strategies and use them often, students will master that strategy and be able to use it in other classes as well
- Start using a strategy with the whole class, then with small groups, until students are comfortable using it individually and independently
- Use reading strategies to explicitly teach the steps struggling readers need to understand and remember what they are reading
- Use strategies to teach collaborative learning
- Use strategies to differentiate learning within the classroom

These strategies were collected during our year-study on Improving Literacy in the Classroom. Some were created by our Literacy Coach, some were created by the CTE teachers, and some were adapted from commonly used strategies and graphic organizers.

Text Previewing

A Prior Knowledge Strategy

Why would I use this strategy?

Shows the student how to use their textbook

Familiarizes student with helpful sections of text

Predicts what student will be studying

How will I teach this strategy?

Explain the purpose of the book and what parts you will be using in the class

Discuss the Table of Contents

Allow students to discover the major parts of the book

Preview the first chapter, sections and headings

Examine bolded words, graphics and other special features

Read chapter summary together

Survey questions at the end of the chapter

How else could I use this strategy?

The first day or week of school or of a new unit

Review periodically during the year

Create a scavenger hunt for the first day of school

K-W-L
What I Know, What I Want to Know, What I Learned
A Prior Knowledge Strategy

Why would I use this strategy?

Helps the reader make predictions

Connects new information with prior knowledge

Reveals gaps in background knowledge that the teacher needs to address

Creates questions, sets a purpose for reading

Fosters reflection after reading

Provides a visual representation of how much they have learned

How would I teach this strategy?

Prepare a handout with 3 columns

Students fill out first column (no wrong answers)

Students fill out second column with questions (no wrong answers)

Students read article or passage in text

Students fill out last column

Class discussion on what was learned

How else could I use this strategy?

Can be done as a class with chart on overhead

Can be done as a small group

Use with each chapter or when introducing new material

What I Know	What I Want to Know	What I Learned

PREP – Preview, Read, Examine, Prompt

A Prior Knowledge Strategy

Why would I use this strategy?

Helps students organize and remember information

Utilizes before, during, and after reading skills

Activates and extends prior information

Incorporates meaningful class discussion

How would I teach this strategy?

Preview the selection to be read

Examine title, pictures, charts, graphs, headings, etc.

Read 1st and last paragraphs together

In pairs or small groups, students complete a Pre-Reading Plan or Learning Guide

- students construct questions about the passage or chapter
- use prompt words like who, what, why, when, where, and how

Read and take notes on their plan or guide

Examine their notes

- look back at questions to see if they have been answered
- compare and elaborate on answers

Prompt – use their learning guide for discussion and review

How else could I use this strategy?

Giving extra help to ELL or special needs students

Do together as a group until students are ready to do this independently with other chapters and in other classes

Allow students to create their own learning guides

Learning Guide

Name _____ Subject _____

Title	
Author	
Type of text	
What I already know about this topic	
What kind of graphics are in this reading?	
5 questions I think I'll learn the answers to	(Record your answers below)
1)	
2)	
3)	
4)	
5)	
Other information I learned	

SQ3R – Survey, Question, Read, Retell, & Review

A Prior Knowledge Strategy

Why would I teach this strategy?

Increases comprehension

Helps students organize information

Incorporates 5 important literacy skills: questioning, predicting, setting, purpose, monitoring and evaluating

How would I teach this strategy?

Survey the information

- examine title, heading, subheadings, illustrations, etc.
- assess what you already know
- establish a purpose for reading
- list unfamiliar words and terms
- preview any given questions

Formulate **Questions**

- turn the title into a question
- create and record questions about the headings and subheadings
- create questions about illustrations and graphic aids

Read each section and answer your questions

- create definitions for your list of unfamiliar words and terms
- reread as necessary to understand and complete answers
- highlight ideas related to the purpose identified (or flag the text with post-it notes)

Retell your answers to a partner or in writing

Review by rereading, writing a summary, or discussing in groups

How else could I use this strategy?

As a model for how to do a close reading of a chapter or passage

For any difficult reading material

For review before a test

Teach student how to self-assess before a test

SQ3R – Survey, Question, Read, Retell, & Review

SURVEY	
QUESTIONS	READ AND ANSWER
Who	
-----	-----
What	
-----	-----
When	
-----	-----
Why	
-----	-----
Where	
-----	-----
How	
RETELL – List 3 main ideas you want to share with your group	
REVIEW – Add information you learned from your group	

One Word, Big Idea

A Prior Knowledge strategy

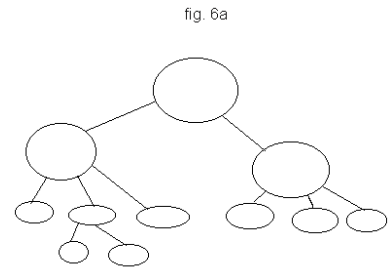
Why would I use this strategy?

Reveals students' background knowledge about a new subject or unit

Allows students to discuss a topic in a nonthreatening way = no wrong answers

Encourages students to make connections between prior knowledge and new information

Provides a visual representation of the topic



How would I teach this strategy?

Choose one word that represents the big idea you are about to teach

Write the word in a circle on a whiteboard or smartboard

Ask students what they know about this subject

Write each answer in another circle on the board

Have the students help you make connections between the circles – how does each answer relate to the others and to the big idea

Use this strategy to decide what gaps or misunderstandings in students' current knowledge need to be addressed in your teaching

How else could I use this strategy?

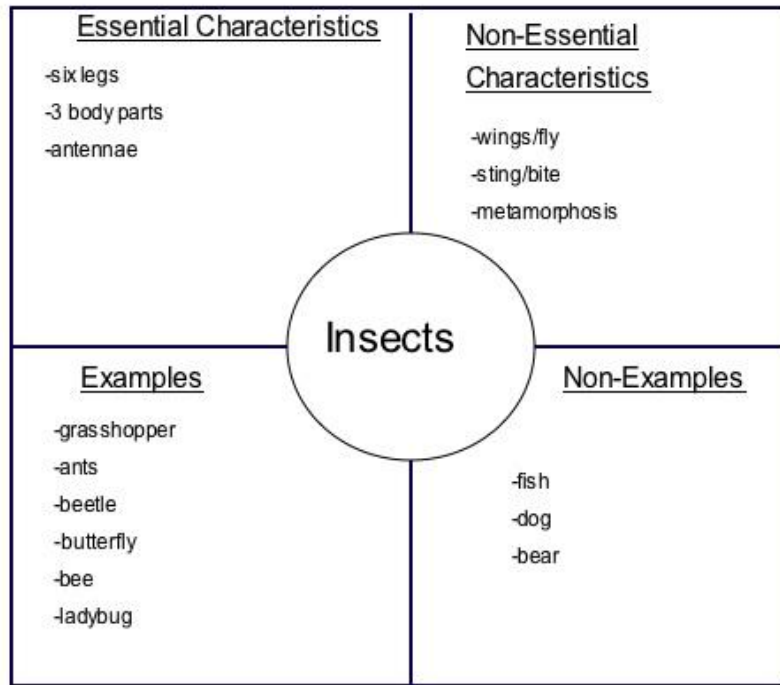
Review the lesson of the day before – helps absent students or students who didn't "get it" catch up

Review a unit before the final assessment

Teach students how to use this strategy when taking notes

Organize information for a writing or speaking presentation

Frayer Model



Symbol or Picture



Frayer, D., Frederick, W. C., and Klausmeier, H. J. (1969)

- * Vocabulary strategy
- * Use a familiar word to model the process for students
- * Have students work alone or with a partner using an assigned word
- * Share diagrams with the class
- * Can be used as an assessment

SEMANTIC FEATURE ANALYSIS

A Vocabulary Strategy

Why would I use this strategy?

Uses prior knowledge to learn a new word and place it in a familiar context

Differentiates between similar terms

Produces a visual reminder about a group of words

How would I teach this strategy?

Develop a matrix grid on an overhead or large chart

Model the strategy with familiar vocabulary (ex – vegetables)

List examples of the category in the left column (whole class)

List features of the category across the top (whole class)

Categorize each example by putting Xs under the correct features

Provide a list of new vocabulary words in a specific category (whole class)

Students decide what features to put on top of the matrix (pairs)

Students look up and then categorize each new word according to the features they have selected

Discuss the various examples (whole class)

Discuss other times students might use this strategy

How else could I use this strategy?

Reviewing for an assessment

Organizational tool for a writing assignment

Features →			
Terms ↓			

MIND-SKETCHING

A Vocabulary Strategy

Why would I use this strategy?

Encourages the reader to picture the meaning of a vocabulary word

Elicits analytical thinking and background experience

Validates visual learners

How would I teach this strategy?

Select vocabulary words

Divide students into pairs or groups

Students create a definition from the glossary, dictionary or context

Sketch what the word means

Students present their words to the rest of the class

How else could I use this strategy?

Use sketches for a vocabulary word wall or bulletin board

If you have students put the word and definition on one side, sketches on the other, then you can use sketches as a review for the class

(Adapted from J. Juntune)

WORD

DEFINITION

SKETCH

Word Sorts

A Vocabulary Strategy

Why would I use this strategy?

Activates prior knowledge

Introduces students to important vocabulary

Helps students understand the relationships between concepts

Encourages discussion and cooperative learning

How would I teach this strategy?

Select vocabulary words

Divide students into small groups

Give each group the same vocabulary words

Students create categories and organize the cards into the categories

Groups present their categories and words to the class

Class discusses how the words were sorted by the different groups

Class predicts what this chapter will be about and sets a purpose for reading

How else could I use this strategy?

For a closed word sort, the teacher presents the categories to the students

Students sort the words into categories based on their understanding of meaning:

- * Don't Have a Clue, Heard it but don't Understand It, Some Idea of Meaning, Can Explain and Use the Word
- * This exercise works as a formative assessment to know what to teach

Students make word cards for a number of units, and place them in categories as a review before a final assessment

VOCABULARY COOKIE

A Vocabulary Strategy

Why would I use this strategy?

Introduces new words

Allows students to interact with the word multiple times

Appeals to a variety of learning styles

How will I teach this strategy?

Prepare the graphic organizer with selected activities for each section

(Model the process with one of the words)

Pass out the graphic organizer

Pass out a word or words to each person

Have dictionaries or online resources available

Give them time to complete their cookie

Discuss the results in small groups or as a class

Have students take notes on words of the other students

How else could I use this strategy?

To review vocabulary before a test

Possible sections

Dictionary definition

Ask your friends what it means

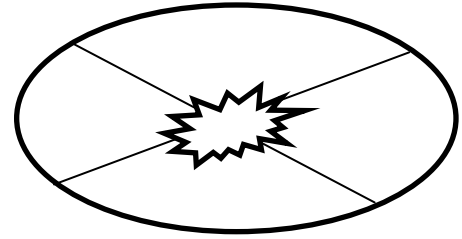
Draw a picture of the word or concept

Provide examples

Provide non-examples

Use it in a sentence

Word in native language (for ELL)



Pizza Wheel

A Literal Comprehension Strategy

Why would I use this strategy?

Helps students organize information into categories

Teaches students to synthesize ideas using their own words

Focuses on the big ideas

How would I teach this strategy?

Discuss the purpose and benefits of summarizing

Review the rules for summarizing (attached)

Use a familiar movie or TV show to teach the skill of summarizing

Select a topic and passage for students to read

Tell students to look for big ideas as they read

Draw a set of 2 circles on the board

- it will look like a pizza
- divide the inner circle into pieces

Write the big ideas around the outer circle (crust)

Elicit details from the students and write them in the appropriate section (toppings)

Model how to write a summary from each “piece of pizza”

- Crust word – topic sentence
- Topping words – supporting sentences

How else could I use this strategy?

Taking notes on a video or guest speaker

Use as an individual graphic organizer for reading a chapter

Helping a student organize research for a paper

(You could even end this class by serving pizza!)

Three Minute Pause

A Literal Comprehension Strategy

Why would I use this strategy?

Allows time for students to process new information

Clears up any misconceptions about the topic being studied

Improves students' retention rate

Moves new learning from short-term memory to long-term storage

How will I teach this strategy?

Organize the students into pairs or teams

Students read or listen to information being presented for about 10 minutes

Pause for 3 minutes and do one or more of the following:

- Summarize with partner the information
- Ask partner questions about the new information
- Share with partner what was the most interesting or confusing thing you learned

Students may not ask the teacher questions during this pause

Discuss any problems or clarifications you observe during this time

Continue presenting new information

How else could I use this strategy?

To make sure ELL or Special Needs students understand what is being taught

To review before an exam

Text Tagging

A Literal Comprehension Strategy

Why would I use this strategy?

Guides student thinking while reading

Helps students remain focused on the text

Allows the kinesthetic learner to use manipulatives

Encourages students to discuss because they feel prepared

How would I teach this strategy?

Select a passage to read

Preview and create questions about the passage

Model how to place a sticky arrow on information that relates to the questions

Hand out sticky arrows to students

Have students read the passage and mark the text with the sticky arrows

Discuss how students tagged the text

Analyze how this strategy helped the students focus

How else would I use this strategy?

Place students in pairs so that a competent reader works with a struggling reader

Reread and rewrite the tagged ideas in students' own words

Use tagged ideas to write a summary of the passage

Use icons to tag the text

+ new information

? needs clarification

* I will use this idea

X I disagree with this'

Highlight main ideas and supporting details in different colors

Circle key vocabulary words

Pairs Read

A Literal Comprehension Strategy

Why would I use this strategy?

Encourages peer teaching and learning

Strengthens fluency by reading aloud

Teaches student to listen and summarize

Breaks down the process of reading and understanding difficult material

Helps struggling readers and English Language Learners

How would I teach this strategy?

Group students into pairs

Give each student a copy of the passage that will be read

One student of each pair reads the first paragraph

The listener summarizes what was read

Students reverse roles for the next paragraph

Students continue to alternate reading aloud and listening until entire selection is read

Pairs cooperatively write a summary of the entire selection

How else could I use this strategy?

Students can be instructed to look for the main ideas instead of summarizing

Summaries can be used as a formative assessment to see how well the class understood the material

Reciprocal Teaching

A Literal Comprehension Strategy

Why would I use this strategy?

Promotes self-directed, content area learning

Teaches students how to study and learn from challenging text

Helps students predict, generate questions, clarify concepts and summarize main points

How would I teach this strategy?

Explain the 4 comprehension skills: predicting, questions, clarifying, and summarizing

Teach and model each skill using familiar content, like a movie or TV show

Students read an article or passage individually

Teacher leads a discussion, getting the students to predict, ask questions, clarify concepts and summarize main points

As you read new articles or textbook chapters, make each student responsible for leading the discussion about a specific section

How else could I use this strategy?

Students can individually use the graphic organizer to help them understand what they are reading

Small groups can read and discuss together, focusing on one of the comprehension skills

As you read...

Predicting

Questioning

Clarifying

Summarizing

Think-Aloud

A Literal Comprehension Strategy

Why would I use this strategy?

Demonstrates how to interact with the text

(Struggling readers frequently do not understand how the mind needs to be engaged when reading. They can decode the words but frequently cannot understand the main ideas of the passage. Modeling the Think-aloud strategy shows them who goes on in the mind of a strategic reader.)

How would I teach this strategy?

Explain that the brain needs to be actively engaged during reading.

Read aloud a familiar, easy-to-read text

Stop to think-aloud about the meaning of a word, a question you may have, a self-correction, and ways you encourage yourself to keep reading

How else would I use this strategy?

To model other ways I problem solve, like taking a test or doing a math problem

Window Pane Strategy

A Literal Comprehension Strategy

Why would I use this strategy?

Helps students find the main ideas in a passage

Creates connections between new ideas and prior knowledge

Teaches students to analyze, elaborate and paraphrase

Encourages cooperative learning

How would I teach this strategy?

Review the rules for summarizing

Introduce the topic to be studied

Discuss or explain the main categories related to that topic

Prepare and hand out window pane graphic organizer

Assign each student or student pair a certain section to read and summarize

Each student or student pair shares with the class their summary

Entire class fills out the graphic organizer

Students write a summary paragraph about the topic

How else would I use this strategy?

Independent reading of a chapter

Class skims the passage and develops their own categories for the graphic organizer

Concept – Cold War

Compare and Contrast with Other Wars	Role of the United States
Role of the Soviet Union	Outcomes of the war
Overall World Effects on Society Today	Connections to George Orwell's Novel <i>Animal Farm</i>

Semantic Mapping

A Literal Comprehension Strategy

Why would I use this strategy?

Shows the relationship between key concept and related technical terms in a passage

Encourages visual learners

How would I teach this strategy?

Write the key concept on the board

With the students, brainstorm and record words which relate to the key concept

Create a map that shows the connections

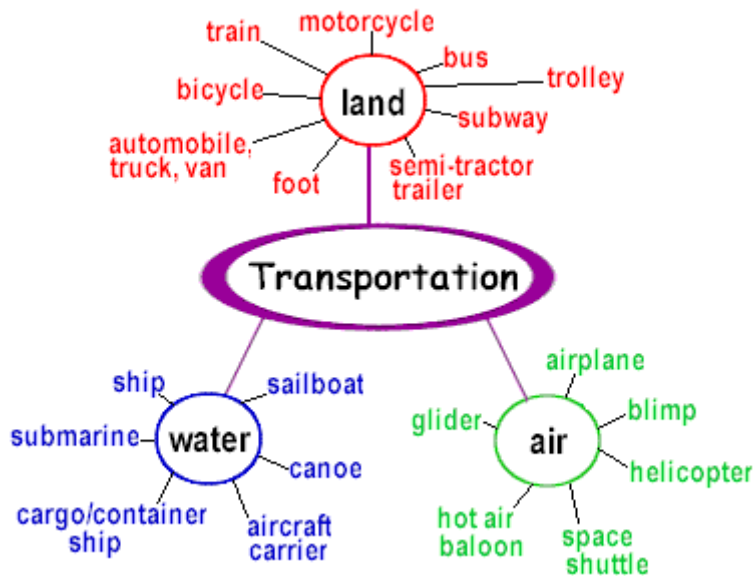
Give students another concept to study

In groups ask them to make their own semantic map

How else could I use this strategy?

As a way to elicit and teach background knowledge for a new topic of study – students can add to the map as they read through the passage

As a review activity before assessment



Thumbs Up/Thumbs Down

A Literal Comprehension Strategy

Why would I use this strategy?

Teaches students to see both sides of a question

Allows students to express their opinion

Helps students to cite evidence from a text

Encourages discussion

How would I teach this strategy?

Introduce an opinion piece about an issue

Students record pros and cons to the issue

Students read the article, alone or in groups

Students write down support for both sides of the issue from the text

How else could I use this strategy?

Brainstorm both sides of the issue as a whole class

Discuss the issue after students have completed the graphic organizer

Divide the class into 2 groups – each group is responsible for one side of the organizer

Use the completed organizer as a resource for a debate

Thumbs Up! Thumbs Down!

Issue _____

My ideas & evidence FOR	My ideas & evidence AGAINST



The author's ideas & evidence FOR	The author's ideas & evidence AGAINST

Four Facts

What is the statement this article is trying to prove?

List 4 facts from the article that give evidence to prove the statement:

1	2
3	4

Summary Sentences

A Literal Comprehension Strategy

Why would I teach this strategy?

Helps students focus on the main ideas of a text

Forces students to write a succinct summary

How would I teach this strategy?

Assign a passage for your students to read

Have them highlight the important words and key phrases from the passage

Students will then write a sentence using those words and phrases to summarize what they read – it cannot be more than 20 words

Ask students to share their summary sentence

Evaluate the sentences together

Explain how students can use this strategy to take notes or review for a test

How else could I use this strategy?

Work in pairs or small groups

Split up the paragraphs of the passage, and have each student write a summary sentence for their paragraph

Require a summary sentence of the day's learning as an exit slip

Assign homework reading and require a summary sentence as an entrance slip

Proposition/Support Outline

Why would I use this strategy?

Teaches students how to support a proposition with evidence

Helps the reader recognize and analyze different viewpoints and assertions

Prepares students for state assessments

How would I teach this strategy?

Discuss the difference between facts and opinions

Explain the term proposition as “an idea claimed to be true”

Give a proposition

Have students create arguments for the proposition

Introduce 5 different areas of evidence:

-facts, statistics, examples, expert authority, and logic/reasoning

Have students organize their arguments into the 5 areas

Assign students an argument that presents a proposition and support

Have them fill out a graphic organizer

Have students write a summary paragraph of the article

How else could I use this strategy?

Work in pairs or small groups






Allow students to form their own propositions and provide evidence from reliable authorities

Teach students how to do research

Brainstorm with students other times they might use this strategy

Proposition/Support Outline

The Proposition – *What the passage*

	
Statistics 	
Examples 	
Experts 	
Logic 	

You Say/I Say/And So
An Inferential Reading Strategy

Why would I teach this strategy?

Encourages inferential reading
Elicits prior knowledge
Focuses on main ideas
Teaches students to interact with the text




How would I teach this strategy?

Start reading an article or passage aloud
Stop to focus on something the author said and your thought or reaction
Hand out graphic organizer
Have students read another paragraph silently or aloud
Have students give examples of something the author said and his or her reaction
Elicit conclusion

How else could I use this strategy?

Teach students to find the author's purpose
Start a discussion about the reading
Put students in pairs, matching struggling readers with strategic readers – one reads the paragraph, the other one gives their reaction – together they fill out the graphic organizer

You Say/I Say/And So

You Say 	I Say 	And So 
<p><i>Example – Kids are not interested in studying engineering</i></p>	<p><i>Example – Engineers make a lot of money, don't they?</i></p>	<p><i>Example – Maybe we should tell kids that this is a very lucrative profession</i></p>

Question-Answer Relationships (QAR)

A Question Strategy

Why would I use this strategy?

Prepares students for standardized testing

Develops understanding of text

Encourages students to become independent strategic readers by formulating questions

How would I teach this strategy?

Explain the 4 types of questions:

(Use a familiar story or nursery rhyme to teach the types of questions. Example – Humpty Dumpty)

	In the Book QARs	In My Head QARs
	Right There	Author & You
Definition	The answer is easy to find because it is explicitly stated in the text. The words that make up the question and the words that answer the question are often in the same sentence. There is one right answer.	The answer is not found in the text but in the reader's head. It combines the reader's thoughts with what the author has said in the text. There is no right or wrong answer.
Example	Where did Humpty Dumpty sit?	Why did Humpty sit where he did? How did the horses help in the putting together process?
Cue words	Who Where Identify	Why did Where could Connect
	Think and Search	On My Own
Definition	The answer is in the selection, but you must gather information from more than one sentence of paragraph. There is one right answer.	The answer is not found in the text but in the reader's head. The reader applies the text to his or her own experiences and background. There is no right or wrong answer.
Example	Summarize what happened to Humpty Dumpty.	Have you ever felt like Humpty Dumpty?
Cue words	Describe Summarize Explain Compare	What if How might What can Speculate

Assign a passage to read.

Students create questions from the passage, using all four types

How else could I use this strategy?

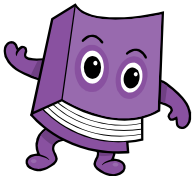

Divide the class into groups and give them each one type of question to ask

Have students answer the questions

Use student questions to create a review or assessment

Hand out questions and have the students sort them into the 4 types

Color code the questions by putting each type on a separate colored paper – let students pick a question and answer it, or assign questions to groups based on ability

In the Book Questions 	In my Head Questions 
Right There	Author and You
Think and Search	On my Own

Questioning the Author A Question Strategy

Why would I use this strategy?

Engages the student with the text

Helps the students analyze what they are reading

Focuses attention on the author's meaning and purpose

How would I teach this strategy?

Preview an article or text passage

Examine the background of the author

Teach critical vocabulary words or concepts that might stump the students

Read the section together

Encourage the students to answer a series of author questions

How else could I use this strategy?

For difficult or poorly written texts

Discuss with students how this strategy can help them read and understand

Author Questions

What is the author trying to say?

How does this compare with what the author already said?

What does the author think we already know?

What questions would you like to ask the author?

What is the author's explanation for why this happened?

Why do you think the author said it that way?

Question – Answer – Details (QAD)

A Question Strategy

Why would I use this strategy?

Encourages students to interact with the text

Sets a purpose for reading

Helps students discover the main idea and supporting details

How would I teach this strategy?

Introduce a new chapter in the textbook

Hand out the graphic organizer

Have student turn each heading or subheading into a question and write it in the left hand column.

Students read the chapter and write a one-sentence answer to each question

Students reread the chapter, filling in the detail column

How else would I use this strategy?

Divide students into groups or pairs and assign each one part of the chapter – jigsaw the groups so that each student gets the content of the whole chapter

Divide class into groups of 3, each student is responsible for one column

Formulate questions as a prereading activity for an article or text

Assign as a review exercise or formative assessment before the chapter test

Question	Answer	Details

Think, Ink, Pair, Share

A Reflective Strategy

Why would I use this strategy?

Encourages collaborative learning

Incorporates writing

Enables students to become reflective learners

Encourages students to formulate opinions

Incorporates wait time to promote student thinking

How would I teach this strategy?

Talk to class about critical thinking skills they will use: making predictions, problem solving, decision making, consensus building

Place students in pairs

Assign a passage for the students to read or a question for them to consider





Students read passage silently or aloud in pairs

THINK: Students think about the topic or passage (allow time for this)

INK: Students record their thoughts

PAIR: Students share their written response with a partner – review active listening skills: listen, restate, clarify

SHARE: As a class, discuss the content and reflect on the process

Think		
Ink		
Pair		
Share		

3-2-1 Send Off/Shape-Up

A Reflective Strategy

Why would I use this strategy?

Focuses students on the key ideas of the lesson

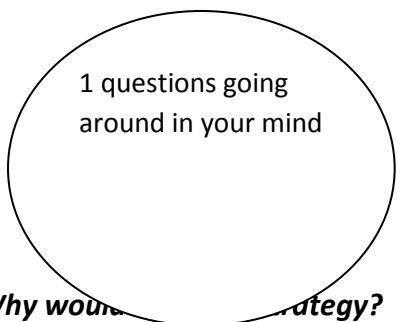
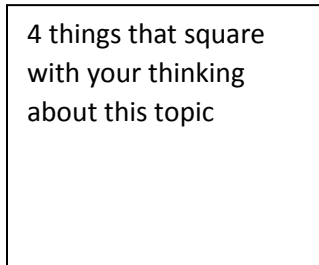
Encourages students to organize and summarize

Reinforces reflection in a visual way

How would I teach this strategy?

Use these as an exit strategy at the end of a class

Shape Up Review



3-2-1:

3 important facts
2 interesting ideas
1 new thing you learned

3 key words
2 ideas to try
1 thought to think about

3 things that were fun
2 things that were confusing
1 thing I'd like to do over

How else could I use this strategy?

Writing in journals

Keep a learning log

Must hand in at the door before leaving class

Four-Square Summary

A Reflective Strategy

Why would I use this strategy?

Provides closure to a lesson or unit

Encourages students to summarize

Provides an opportunity to organize and reflect on content learned

How would I teach this strategy?

Prepare a graphic organizer containing sentence stems

Hand out at the end of a lesson

How else could I use this strategy?

Reflection on a strategy we just learned

Reflection on the unit, quarter, year, speaker, etc.

Let students choose from a list of possible sentence stems:

- Examples I thought of
- Thoughts I have about how our team worked
- Things I remember
- My favorite things about this class
- Ways I can improve my attitude

As a result of this lesson, here are:

New ideas I've gained...	Ways I contributed to the discussion...
Questions I have...	Feelings I experienced...

R.A.F.T.

A Public Writing Strategy

Why would I use this strategy?

Prepares students for public writing projects

Teaches students to write from different viewpoints

Allows students to demonstrate what they have learned

Encourages creativity

Provides students with a more authentic audience than just the teacher

How will I teach this strategy?

Explain the acronym

- Role – the role the writer will be playing as he or she writes
- Audience – the person or group the writer will be addressing
- Format – the way the information will be presented: letter, speech, essay, etc.
- Topic – an assigned topic or list of choices

Give examples

- A student writing a letter to the principal about a school issue
- A tree giving a speech to a carpenter about the piece of furniture he would like to be and why
- An endangered species creating an ad for why they should be saved

Brainstorm together (you might want to introduce this as a group project until students feel confident with the process)

Have students write

Peer-evaluate using the attached RAFT Rubric

Have students revise their work

Have students present their work (to the selected audience or to the class)

How else could I use this strategy?

This can be used for differentiation in the classroom, by selecting carefully the roles and formats

This can be used for collaborative work by working in small groups (good opportunity to integrate ELL students or students with special needs)

This can be used to achieve Common Core Writing & Speaking Standards

Possible formats for RAFT activities

Thank you letter

Advertisements

Newspaper articles

Letters

Diaries

Speech

Essay

Email

Obituary

TV script

Instructions

Four-card stud
A Public Writing strategy

Why would I use this strategy?

Helps students organize their thoughts

Guides students to begin drafting a writing assignment

Eliminates writer's block

How will I teach this strategy?

Have students get out their research

Give each student 4 notecards

Instruct them to write the name of their topic on one card

Have them make a list of subtopics on the same card

Have them circle one of the subtopics and write it on another card

Then the students write 3 or 4 things about that subtopic on the same card

Repeat with 2 more subtopics

Turn over the 3 subtopic cards and draw one randomly (or have their partner draw a card for them)

Now the student begins writing about that subtopic

Repeat with the other 2 subtopic cards

How else could I use this strategy?

To teach the strategy:

Model this strategy with a reading you do as a group and then hand out cards to small groups – each group writes up that section and reports back

To review before a test:

Brainstorm big ideas together and write them on cards – hand out cards to small groups who will each review one idea and report back to the rest of the class

To determine background knowledge on a new unit or topic:

Hand out cards with the big ideas and have small groups write down what they know or think they know – report back and discuss

Freewriting

A Writing to Learn Strategy

Why would I use this strategy?

Allows students to express their ideas free from the fear of grading

Helps students generate ideas and focus their thinking

Teaches students to reflect on their learning

Provides a formative assessment to the teacher

How would I teach this strategy?

Explain to students the importance of reflecting on their learning

Explain to students the Writing to Learn philosophy

Start with a focused freewriting – you give the question or sentence stem

Start with 5 minutes to write, work up to no more than 15 minutes

Require them to write for a specific time or length

Grade freewrites for their participation, not writing technique

How else could I use this strategy?

To determine prior knowledge at the beginning of a new unit

To see if your class understood the main ideas of the day

As an entrance or exit slip to class

Allow students to write on any topic

To get students used to writing for extended periods of time

Graffiti Conversations

A Writing to Learn Strategy

Why would I use this strategy?

Provides evidence of student understanding

Allows students to express themselves visually

Keeps students engaged

Encourages students to process what they are learning

How would I teach this strategy?

Cover the tables with white paper or hand out posterboard

Give students a content-specific prompt

- A quote
- A question
- An opinion

Give students markers

Have each student respond individually with words and images to the prompt

Have each table or group discuss their responses and share them with the rest of the class

How else could I use this strategy?

To access prior knowledge at the beginning of a new unit

To review before a test

To differentiate instruction by giving each group a different prompt

A3

A Writing Strategy

Why would I use this strategy?

Encourages students to write succinctly

Breaks down a project into workable steps

Generates practical problem-solving skills

Prepares students for writing reports in the workplace

How would I teach this strategy?

Explain that A3 was developed by businesses so that reports would be short and focus on the main points (see <http://sloanreview.mit.edu/article/toyotas-secret-the-a3-report>)

Use this strategy to help students through a project

Prepare a piece of paper with the desired sequence of boxes

Explain the purpose of each box

Walk through an example together

Have students record their progress in the appropriate boxes

Use the completed A3 report to evaluate their work and learning

How else could I use this strategy?

As a learning log for a group project

As an outline for oral presentations

Adapt it to any assignment by changing the focus of the 9 boxes

A3 Report

Title:

Team:

Start date:

Current date:

Project Objective	Specifications	Goals
Research & Feasibility Analysis	Plan for Completion	Experiments
Observations, Feedback & Modifications	Results	Conclusions & Insights

Circle Justice Discussion

An Informal Speaking Strategy

Why would I use this strategy?

Teaches students listening and speaking skills

Gives every student a chance to express their opinion

How would I teach this strategy?

Agree on skills students will need for listening and speaking

- Paying attention to the one speaking
- No interrupting
- No personal attacks
- Taking turns, etc.

Introduce “stone” – an object that allows one to speak

Only the person with the stone can speak (I reserve the right to take the stone and say something, especially if students start attacking each other’s’ ideas)

Start with a question, quote, topic or opinion

Pass the stone around the circle, letting each person speak or pass

After everyone has had a chance to respond, go around the circle again

Summarize the activity

How else would I use this strategy?

To address conflicts or problems

To get students involved in a community issue

(The idea for this strategy comes from the book *Touching Spirit Bear*. They used a stone in the book – a different object might be better for your students. I have used a stuffed animal, a feather. I’ve used the strategy with high schoolers, college students and graduate students and it’s very successful for discussing volatile topics.)

Four Corner Challenge

A Presentation Strategy

Why would I use this strategy?

Allows students to choose a topic of interest to them

Strengthens students' discussion skills

Fosters cooperative learning

Involves movement

How would I teach this strategy?

Create 4 questions about a unit of study

Write each question on a piece of posterboard

Place posterboards and markers in each corner of the room

Allow students to choose which question they wish to discuss

Students discuss the question

Each group writes their main ideas on the posterboard

Complete the activity with a group discussion about the responses

How else could I use this strategy?

To elicit prior knowledge at the beginning of a new unit or class (In this case, students come back together to hear you give background information, and then return to their posterboard to add anything new they have learned – using a different color marker.)

To review for a test

To start research for a project

Retelling

A Presentation Strategy

Why would I use this strategy?

Helps students clarify their understanding of a text

Prepares students to summarize

Allows students to practice speaking informally about class content

Gives students practice in using key vocabulary

How would I teach this strategy?

Have students read a short passage or article

Handout a list of key vocabulary in random order

Ask students to put aside the reading and tell a partner the main ideas, including key vocabulary if they can

Have the listening partner tell the class one thing they learned from the retelling

Answer any questions that have been raised

How else could I use this strategy?

To review before a test

To give students the tools to write a summary of the reading

Roll the Dice

A Presentation Strategy

Why would I use this strategy?

Gives students practice with impromptu speaking

Demonstrates what students have learned about a topic

How would I teach this strategy?

Have students brainstorm six main ideas from a reading or topic

Number the ideas 1 – 6

Each student rolls one die

Whatever number they get, they speak on that topic for 1 minute

If the next person gets the same number, they just talk more about the same subject

How else could I use this strategy?

To review before a test

To elicit prior knowledge

Add a role and audience on a piece of paper and give that to the person who is about to talk

You are a teacher explaining this topic to your class

You are a student giving a presentation to the school board about this topic

You are telling your friend who was absent when this was taught what they missed

Read, Reflect, Question, Share
An Integrated Learning Strategy

Why would I use this strategy?

Prepares students for discussion

Requires close reading of a text

Teaches students to reflect on reading and oral discussion

Incorporates individual reading and writing and group discussion

How will I teach this strategy?

Hand out graphic organizer, note cards and a passage to be read

Give time for students to silently read the passage

Have students silently write about what they read on the top half of the organizer

Have students formulate one question about the reading on the note card (no names required)

Collect the note cards and answer the questions together

Have students record the answer to their question.

Have students reflect on what they learned from the discussion on the bottom half of the organizer

(Could require a certain number of sentences or ideas in each writing step)

How else could I use this strategy?

To cover a large amount of written material in a short amount of time

- Divide class into small groups
- Have each group do one section of a text or chapter
- Have each group report back to the whole class about what they learned

To provide differentiation in the classroom

To ensure student's attention while watching a video or oral presentation

Read, Reflect, Question, Share

Read the assigned passage

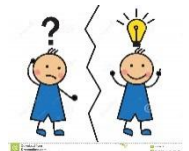
Reflect on the main ideas of what you learned



A large, empty, rounded rectangular box for writing reflections.



Write down one question you have from the reading on a note card



Reflect on what you learned from the discussion

A large, empty, rounded rectangular box for writing reflections.

Double Entry + An Integrated Learning Strategy

Why would I use this strategy?

Incorporates reading, writing, discussion, listening and reflection

Teaches students how to take notes

Allows students to react to a text

Encourages group discussion

How will I teach this strategy?

Give students graphic organizer or have them draw 3 lines on their paper

Assign what should be written in each top section

- Key topics – notes
- Main ideas – supporting details
- Questions – answers

Have students read assigned passage and take notes in the top 2 sections

Lead students in a group discussion of the material

Have students fill out the bottom section

- Discussion notes
- Summary of discussion
- Practical application of the material

How else could I use this strategy?

As a review before a test

As a formative assessment of what they have learned about a unit

In pairs to help struggling learners

Chunk and Chew

An Integrated Literacy Strategy

Why would I use this strategy?

Fosters understanding

Improves retention of new material

Incorporates reading, writing, speaking, and listening

How would I teach this strategy?

Present new material for no more than 10 minutes

Set aside about two minutes for students to process the information

The Chew step can be done in a variety of ways

- Students write down their reactions
- Students take turns summarizing what's been taught
- Pairs take turns telling each other the main points
- Small groups answer a question you've assigned
- Students can write ideas on whiteboard or posterboard
- Students can predict what will happen next
- Students can fill out a graphic organizer that relates to the material

How else could I use this strategy?

Teach students to use this strategy independently as they read

To insure that ELL students and students with special needs understand what is being taught

To keep students engaged

Jigsaw

An Integrated Literacy Strategy

Why would I use this strategy?

Covers a lot of material in 1 class period

Encourages students to summarize

Fosters cooperative learning

Integrates reading, writing, speaking and listening

How would I teach this strategy?

Divide up a reading assignment into 3 – 5 sections

Divide class into groups, and have them each read one section

Prepare a handout that has place to note key points of each section

Each small group reads their section

Each small group agrees on answers and completes the handout for their section

Form new small groups containing at least one person from each previous small group

In these small groups, students share the information from their section and everyone completes the handout

How else could I use this strategy?

To divide up research tasks for a project

To learn new vocabulary

Share an Idea, Get an Idea

An Integrated Literacy Strategy

Why would I use this strategy?

Engages students with the text

Appeals to auditory, visual and kinesthetic learning styles

Reinforces many communicative skills

How would I teach this strategy?

Prepare a handout with 4 questions about a topic, unit or reading

Hand out sticky notes to each student

Put 4 posters around the room, each containing 1 of the questions

Each student writes 2 or 3 responses to each question

Each student writes their best response to each question on a sticky note

Each student puts their 4 sticky notes on the appropriate posters

Students walk around and read the notes on the posters

Each student chooses 2 new or interesting ideas and brings those sticky notes back to their seat (They can't choose their own comments)

Lead a class discussion by having each student read the sticky notes they collected

How else could I use this strategy?

To elicit prior knowledge before a test

To review for a test

To reflect on learning strategies students have learned

To prepare for a class debate

What'd I Say?

An Integrated Learning Strategy

Why would I teach this strategy?

Improves students' reading, listening and speaking skills

Gives students practice with informal speaking

Encourages students to summarize

How would I teach this strategy?

Select a text to be read in sections.

Choose one student to read the first section.

Ask for a volunteer to summarize what was read in one sentence.

Have the next student read the second section.

Have that student asked the first student who read "What'd I say?"

The first student who read has to summarize what was read in one sentence.

Continue around the room, taking turns reading and summarizing.

(Asking a person to summarize after they have read allows them to focus on listening and not worrying about the fact that they have to read aloud.)

Clarify summaries as needed.

How else could I use this strategy?

Instead of summaries, ask student to give the main idea, something they learned or a question they have from the reading

Pair a good reader with a struggling reader, and have the struggling reader do all the summaries

F.I.R.E.

An Integrated Strategy

Why would I teach this strategy?

Reminds students to interact with the text

Appeals to a variety of learning styles

Encourages discussion

Integrates reading, listening, writing and presentation skills

How would I teach this strategy?

Formulate a question - Ask questions that focus attention on the learning objective

- What is the author's main point?
- What is the difference between the two viewpoints being presented?
- Do you disagree with anything that's being said?

Internalize the question - Set a timer for one minute and require students to just think about their answer before going on

Record your thinking - Hand out log slips and have students write their answer on the slips

Exchange ideas - Have students exchange slips, or you can collect them and then pass them out - In small groups, have students read the slip they were given and discuss the various answers

How else could I use this strategy?

Reviewing for a test

Teaching students to use this strategy on their own to check their comprehension and reaction as they read



